

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	34	Elementary schools (includes K-8)
	9	Middle/Junior high schools
	10	High schools
	2	K-12 schools
	55	TOTAL

2. District Per Pupil Expenditure: 15643

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 6 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	18	18	36	6			0
K	46	43	89	7			0
1	45	52	97	8			0
2	52	37	89	9			0
3	69	53	122	10			0
4	57	41	98	11			0
5	50	43	93	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							624

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 18 % Asian
 _____ 7 % Black or African American
 _____ 66 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 8 % White
 _____ 1 % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	34
(4)	Total number of students in the school as of October 1.	621
(5)	Total transferred students in row (3) divided by total students in row (4).	0.055
(6)	Amount in row (5) multiplied by 100.	5.475

8. Limited English proficient students in the school: 13 %

Total number limited English proficient 83

Number of languages represented: 19

Specify languages:

The following languages are spoken in PS 254Q:

Punjabi, Polish, Portuguese, Russian, Slovak, Albanian, Arabic, Bengali, Burmese, Chinese, Cantonese, Hindi, Ilocano, Indonesian, Mandarin, Terni, Turkish, English and Spanish.

9. Students eligible for free/reduced-priced meals: 93 %

Total number students who qualify: 583

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 92

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>44</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>0</u>
Special resource teachers/specialists	<u>14</u>	<u>4</u>
Paraprofessionals	<u>19</u>	<u>4</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>78</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	94%	93%	93%	91%	90%
Daily teacher attendance	97%	97%	99%	99%	99%
Teacher turnover rate	5%	3%	3%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

P. S. 254Q was a newly constructed school when it opened in 2004. That year our student population consisted of grades Pre-K through 2. We found that parents of the younger grades kept their children home more frequently than parents of children in older grades. However, as our student population increased, our attendance rate increased.

Although P.S. 254Q's attendance has not yet reached 95%, there are systems in place to encourage good attendance and punctuality. Outreach efforts are coordinated between the attendance aide, pupil accounting secretary, guidance counselor and the parent coordinator. If efforts to improve attendance prove unsuccessful, the regional attendance teacher is notified. A home visit may be scheduled in order to ascertain any problems that may affect good attendance and support will be provided, as necessary.

Parents are urged to bring a doctor's note or a note explaining absences when the student returns to school. When a student is absent and the parent has not contacted the school, our parent coordinator calls the home to determine the reason for the absence and provides recommendations to help with attendance. The home is called each day, until the child returns. Students returning to school after an extended absence may be counseled (if needed) by the guidance counselor or the school nurse (medical absences).

Since studies show that student absences can adversely affect academic progress, parent workshops are conducted on the importance of good attendance by the guidance counselor, school nurse and/or the parent coordinator. We also honor students who have 100% attendance on a monthly basis. During Parent Association (PA) meetings we celebrate these students with awards, certificates, and prizes.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u> </u>	%

PART III - SUMMARY

The Rosa Parks School is dedicated to the academic success of each of our students. Our administration, faculty, other support staff, parents and community, all collaborate to make certain that our students are provided with a standards-based curriculum and rich experiences that develop the whole child and help him/her feel successful. The staff at P.S. 254Q is enthusiastic and committed to the success of our students. The school day does not end when the students go home. Instead, teachers spend many hours planning together how to deliver engaging and exciting ways to teach.

In alignment with our school's mission statement, "PS 254 is dedicated to the establishment and maintenance of a learning environment that maximizes academic achievement, as well as emotional and social development..." we make a concerted effort to ensure positive learning experiences for all of our students. The P.S. 254Q educational community believes in student achievement, professional development, and the implementation of a standards and research-based curriculum. Our programs and daily practices are based on proven educational methodologies, and their effectiveness is assessed on a continual basis. An atmosphere in which the students want to learn, the teachers want to teach, the community wants to be stakeholders, and the parents want their children to be successful - is what makes The Rosa Parks School, special.

The use of data to drive instruction is a strong attribute of the P.S. 254Q community. Data is collected from various informal and formal assessments. The school cabinet led by the principal and consisting of the assistant principals, AIS providers, staff developers, ESL teachers, SPED providers and team leaders all meet to interpret data in order to assess student progress. A data-folio for each class and a portfolio for each student are integral to classroom instruction. The data collected is interpreted and broken down by grade, class, and student. It identifies the strengths and areas in need of improvement for all students and sub groups such as special education students, English Language Learners, etc. It is transferred into usable information to drive instruction for planning, implementing, and re-evaluating goals and objectives. This enables us to improve student achievement and progress across the grade, on the classroom level and for each student. This data also allows teachers and their students to set individual goals and ensure that state standards are being met.

P.S. 254Q has many events and celebrations that highlight our diverse community. Some of these events include Music Concerts, Dance Festivals, Science/Technology Fair, Career Day, Annual Read Aloud, Coffee with the Principal, Parent Read Alouds, Very Special Arts Festival, 100th Day of School Celebration, Celebrations of Research Projects, and Awards Assemblies. Community-based leaders, politicians, educators, and family members are invited to share in these celebrations.

Teachers are dedicated to the continued improvement of their professional skills and are given many opportunities to acquire the knowledge and skills needed to instruct and prepare our students to be ready for this ever-changing world. Study groups and professional development accentuate sound educational practices. Workshops give the educators the strategies they need to provide a solid academic foundation for our students. Common goals, clear objectives and good teaching strategies are shared during professional development workshops. These qualities make P.S. 254Q a unique school worthy of Blue Ribbon status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Fourth Grade

Third Grade

In March 2006 the NYS ELA was administered to the 3rd grade for the first time. The results of the tests were impressive. 91% of the students met or exceeded the standards.

When the 2006/2007 third grade scores dropped in 2007/2008 on the ELA (in all subgroups), a rigorous and standards-based balance literacy program was implemented. In 2008/2009 the percentage of students in the third grade meeting and/or exceeding the standards, increased to 99%.

In 2005-2006, the third grade math data revealed an achievement gap with our LEP students. This drop may have occurred because LEP students are not necessarily exposed to “American” concepts and yet they are required to take the NYS Mathematics exam in all grades 3-8, even if the student is newly arrived in the country. Although the math test was given in different languages, the students may have been distracted by vocabulary and contexts with which they are unfamiliar. For example in the last several years, tests have included “laps in a pool,” “a patio”, “place a ring around the shape” or “chopped logs.” The ability to comprehend these ideas may have interfered with the students’ ability to solve the mathematical problem. (These terms may even be biased against students from certain economical levels).

To address this inequity and assist our LEP students, two ESL teachers utilize pull out and push in programs where the students receive intensive instruction using ESL methodologies. For example, teachers use manipulatives, visuals and simplified language to help students understand concepts. In addition, we celebrate our students’ diversities and cultures by incorporating it into our instruction. In order to build necessary cultural background knowledge, we also provide experiences (trips, special assemblies, etc.) to our students. We have a library media center full of books, materials and resources (in languages such as Spanish, Arabic, Chinese, Bengali, etc.) as well as computer, art and science labs. Every classroom has libraries, computers, and smart boards to enhance teaching/learning. No additional achievement gaps were identified in subsequent years and one hundred percent of third graders are now meeting/exceeding the standards in mathematics.

There have been yearly gains on the NYS ELA and in Mathematics in the fourth grade. In the 2006/2007 school year 70% of the students met/exceeded the standards in the ELA and 93% in math; in 2007/2008 83% met/exceeded the standards in the ELA and 100% in math; and in 2008/2009 96% met/exceeded the standards in the ELA and 100% in math.

Fifth Grade

In 2007/2008 98% of students in Math and 96% of the students on the ELA met/exceeded the standards. In 2008/2009 100% of our students met/exceeded the standards on the ELA and Mathematics test.

The Rosa Parks School’s success can be attributed to systems that are in place to ensure that every student has an opportunity to meet the standards and make progress. These programs/services are engrained into the academic culture of our school:

- Student reading and math levels are assessed every quarter to determine growth for each child, class and grade. The data obtained is shared with the school community to track how we are progressing as a school.
- The Academic Intervention Services (AIS) Program identifies areas in need of improvement and targets students at risk and students with IEPs. These educators collaborate with the classroom teachers and push into the classrooms to supply small group differentiated instruction. Teachers monitor student progress and use results to identify needs, develop intervention strategies and implement programs that meet the needs of all students and ensure individual progress.
- The ELL teachers provide services to former ELLs, as well as to their mandated students in and out of the classroom.
- The Enrichment English Language Arts and Math After school program is offered to our students exceeding the standards.
- The after school AIS program provides students with additional academic interventions.
- The SPED Team works to provide IEP students with mandated services while providing monthly professional development to all educators in SPED methodologies.

NYS Performance Level:

Level 1: Not Meeting Learning Standards. Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

<http://www.emsc.nysed.gov/irts/statistics/public/>

2. Using Assessment Results:

The Rosa Parks School uses assessment data to understand and improve student and school performance. Teachers collect qualitative and quantitative data on a daily basis from a variety of sources. This data includes standardized assessments, ACUITY predictive and interim assessments, teacher-created assessments based on student performance, *Kaplan* and *Coach* tests sophistication workbooks, growth in Fountas and Pinnell reading levels, ECLAS2, DIBELS, *Treasures* weekly and unit assessments, *Everyday Math* assessments, content specific assessments, daily conferencing, student portfolios, writers'/readers' notebooks, exit slips, and/or reflections. This data is discussed during common planning time where teachers analyze student work to identify trends and learning gaps, as well as strengths and areas in need of improvement. In addition, during common planning time the teachers collaboratively plan lessons, discuss student work, study strategies that work, choose appropriate materials and resources, evaluate and set goals, and revise and reflect on curriculum.

Differentiated lesson plans containing change strategies are designed using the data. These differentiated strategies ensure that the curriculum holds multiple entry points, supports, and extensions for all learners. The lesson plans are shared with the Academic Intervention Service (AIS) teacher who pushes into the classroom to provide data-driven, small-group instruction to students whose academic levels are far below or approaching the standards. The educators then implement immediate intensive intervention lessons. Throughout the lesson, the teachers take conference notes. Conference notes and other informal

assessments are then used to track effectiveness of instruction and make instructional changes based on student progress.

3. Communicating Assessment Results:

Parents are expected to share in the education of their children. To this end, educators work with the already established Parent Association (PA) and the Parent Coordinator to foster a strong connection between the home and school. P.S. 254Q actively acquires data through a variety of informal and formal assessments. This data is communicated to our students, their parents and the community in many ways.

The School Leadership Team (SLT) is the primary vehicle for developing and supporting the implementation of the school's Comprehensive Education Plan (CEP). Parents, administrators, teachers and other school staff are active members of the SLT and meet on a monthly basis. The SLT makes certain that the CEP sets, implements, assesses and revises school-wide goals and objectives.

Various workshops scheduled before, during, and after school are regularly offered to the parents in order to communicate the progress of our students, and explain the results of assessments and data. For instance, P.S. 254Q facilitates workshops to encourage parents to use Achievement Reporting and Innovation System (ARIS) Parent Link (APL) which is a citywide database website that communicates assessment results to parents. During these hands-on sessions, parents learn how to access and analyze the data provided. To address the needs of our multi- language population, parent-volunteers, teachers and staff provide translation services during these trainings as well as during the bi-annual Parent Teacher Conferences and monthly PA meetings. Teachers also meet with parents during their preparatory periods to discuss individual student data and the strategies needed for progress.

The students at P.S. 254Q are active stakeholders in their educational process. Teachers confer with the students and identify areas in need of improvement, as well as their areas of strength. The students use their portfolio to monitor their own progress. Portfolios are also a powerful tool that parents can use to easily check their children's progress.

4. Sharing Success:

P.S. 254Q has become a model school for The Knowledge Network Learning Support Organization. Aligning the content-rich curriculum, *Core Knowledge*, to our own standards-based and sound pedagogical methodologies enables us to provide a unique and dynamic model for student success. We in turn share our methods with city leaders, district representatives, principals, and teachers from other schools. In October 2009, the New York City Chief Schools Officer, Eric Nadelstern, visited P.S. 254Q at the recommendation of our Network Leader. Mr. Nadelstern was impressed with how teachers and administrators collaborate to use data to drive and differentiate instruction within our school community.

P.S. 254Q is frequently the site of "Best Practice Walkthroughs" for the principals within the Knowledge Network. Following these walkthroughs, principals in turn send their teachers to P.S. 254Q for classroom visitations where they see how our teachers plan for and conduct effective lessons, evaluate the effectiveness of their lessons, and use data to differentiate instruction. Teachers at P.S. 254Q have come to expect that on any given day, a colleague from a far or near school will appear in their classrooms, sit in on their lessons, and discuss best practices with them.

During our many special programs and events, P.S. 254Q invites parents, other schools, and local and state politicians to participate in the festivities, in order to share the positive culture that has been established at our school. Once awarded the Blue Ribbon School status, P.S. 254Q will continue to steward these community-based partnerships, ever challenging ourselves and others to set –and reach- higher goals.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Math

Our teachers utilize standards-based balanced math approach by incorporating a mini-lesson, an individual/group activity, a guided lesson and a whole group share experience. Interactive word walls and teacher/student conferences are all part of the lessons. The classrooms are fully equipped with manipulatives such as rulers, calculators, protractors, counter, fraction circles, etc and the students are taught to critically think and reflect in their math journals daily.

Social Studies

The Rosa Parks Social Studies curriculum is aligned with the New York State. Lessons are designed to develop critical thinking by enabling students to make decisions about issues confronting themselves, society, and the interdependent world. Over 92% of the fifth grade students have consistently met or exceeded the standards on the New York State Social Studies Examination for the past three years.

Science

All classroom teachers teach science. In addition, there is a science specialist who reinforces the science lessons, by conducting hands-on experiments in the lab. Over the past two years, 98% of our fourth graders have met or exceeded the standards for the New York Science Standardized Test.

Health and Physical Education

The Rosa Parks School implements a rigorous health and physical education curriculum that should easily become a natural part of our students' lives and routines.

CookShop Classroom

This program is funded by the USDA's Supplemental Nutrition Assistance Program. *CookShop* is a nutrition education curriculum designed to increase our students' consumption of whole and minimally processed plant foods through hands-on exploration and cooking activities.

Technology

Computer technology is an essential component of P.S. 254Q's standards-based curriculum. Computer carts with a class set of laptop computers are available for classroom use. State of the art interactive whiteboards are in each classroom, and professional development is provided for each teacher. Students are taught programs that help to contribute to their technological knowledge-base. PD is offered to support classroom needs.

Music

PS 254Q's students are offered a priceless musical experience, which includes instruments and voice, taught by a licensed music teacher. Our students share what they have learned by performing at assemblies and special programs throughout the school year.

Art

Students are offered an art program based on the *Blueprint for Teaching and Learning in the Arts*. Trips to the museum as well as other cultural exchanges are scheduled for our students to experience The Arts.

Theater Arts Program

In January 2010, The Rosa Parks School received a grant from the Shubert Education Arts Partnership. Since P.S. 254Q already provides its students with music, visual and dance arts education, we are excited to now offer a theater arts program to complete the comprehensive arts education program available to our students.

Ballroom Dancing

Dancing Classrooms holistically teaches social dance as we build confidences. Our fifth grade students explore areas of commonality, understanding, and cultural awareness during the dance sessions.

Penny Harvest

The Rosa Parks School Penny Harvest Program (PHP) provides our students with the ability to make the world a better place by introducing them to the power of philanthropy and service. PHP is a student-run organization, which raises funds and donates it to various student selected charitable organizations. Last year, we donated money to St. Jude and The Salvation Army, and this year we have raised money to aid the victims of Haiti's earthquake.

Cluster Enrichment Program

The Rosa Parks School has a Second Grade Cluster Enrichment Program that provides students with an opportunity to participate in extracurricular activities. The clubs include photography, pillow making, drawing, mask making, dance, drama, paper mache, chess, fabric painting, checkers and dominoes. At the end of the 8-week cycle the students will celebrate and present a final project. The Cluster Enrichment Program will also be implemented in additional grades.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

P.S. 254Q encourages our students to become active readers both in and outside of the classroom. In order to achieve this, we have developed a well-rounded literacy program based on the recommendations of the National Reading Panel and on the New York State English Language Arts Standards. We use a comprehensive balanced literacy program called, *Treasures*. After looking at our longitudinal data, and reviewing various programs, *Treasures* was selected because it provides a researched-based literacy curriculum/program which includes reading, writing, listening, speaking and comprehension. We also follow the New York City Department of Education's *Comprehensive Approach to Balanced Literacy's Handbook for Educators*. Balanced literacy professional development is systematically offered to our teachers. Study groups, focusing on the methodologies of authors such as Lucy Calkins, Fountas and Pinnell, Stephanie Harvey and Anne Goudvis, and Carl Anderson, meet and plan ways to make certain that all students succeed.

The structure used to teach reading at P.S. 254Q is the reading workshop model. Ninety minutes a day are dedicated to the reading workshop. The workshop includes a comprehension, phonics or word study strategy mini-lesson (learning objectives and students' goals), guided/independent reading (coaching and conferencing), read alouds, accountable talk, partner/group discussions (where students are encouraged to express their ideas), shared reading and a time for sharing.

To ensure that our students make progress in literacy skills and comprehension, every classroom has an Academic Intervention Service (AIS) provider who co-teaches with the teacher. After the whole group instruction, the teacher and AIS provider facilitate guided reading groups. The AIS providers help to create a smaller differentiated environment that allows students to gain an increased understanding of the content. This small group also generates greater student involvement and allows more students, including the English Language Learners, SPED and gifted students, to be provided with additional individual guided instruction.

The teaching of reading comprehension strategies helps students to construct meaning. We want our students to be able to explain information, connect information to previous knowledge and be able to apply information. To accomplish this, P.S. 254Q has implemented a Comprehension Strategy of the Month Plan. Each month, teachers are expected to focus on one of the seven comprehension strategies across all content areas. In addition, each month a parent workshop is held at the school to teach parents the same strategies the teachers use. This strengthens the home school connection.

At P.S. 254Q, we also take pride in our classroom libraries. Our libraries include favorite books, new authors, multiple copies of books, and a wide variety of genres, authors and themes. Our classroom libraries include both leveled books (books organized in a gradient of difficulty) and non-leveled books. Students are allowed to take books home. A reading log is kept by the students and prizes and rewards are given out monthly, as an incentive to read more.

Data is systematically used to drive instruction and determine the strengths and needs of our students. See Part IV 2 for details on how assessment is part of reading instruction and learning.

3. Additional Curriculum Area:

In bringing our school's mission to fruition, we have actualized a school library media center which exists as the heart of our school. Collaboratively, we have cultivated students who love reading and are information literate. The students of P. S. 254Q have access and use information from a variety of sources to research topics, complete reports and read for pleasure. Through weekly class visits and open access periods in our fully automated library, our students are learning to love books and information.

Classroom teachers and the librarian collaborate in order to enrich the curriculum. The library media specialist also reinforces reading comprehension skills and strategies that are taught daily in the classrooms. This helps the students to successfully complete reading assignments/tasks and meet their goals. Computers in the media center are available for research, word processing, and access to teacher-selected/student-friendly web sites.

Our certified library media specialist ensures that all members of the school community have access to books and information. Each year a variety of resources and materials are ordered to satisfy school-wide interests and needs, as well as to enhance the curriculum. A collection of professional books that help to support our teachers is also located in the library. Another area that we are especially proud of is the *Family Literacy* after-school program which takes place Monday through Thursday afternoons. This program is a wonderful home/school connection where parents/guardians/care-givers; students and siblings visit the library, borrow books and freely utilize the computers for research, homework and pleasure.

4. Instructional Methods:

The Rosa Parks School curriculum is multi-culturally inclusive, standards-based and assessed on a continual basis. It is presented in an engaging and differentiated manner. The gifted are challenged, the average are inspired, and those in need of extra help are fully serviced.

Teachers receive professional development on differentiating instruction in order to strategically plan to meet the needs of all learners. Professional development sessions ensure that teachers are able to modify and supplement instruction for our students and use data to help facilitate this instruction. These sessions provide the faculty with multiple opportunities to sharpen skills and make teaching and learning intentional to our population of diverse learners. During these sessions teachers learn to modify instructional plans to ensure that all students learn.

Data is collected from informal (conference notes, student reflections, teacher observations, bench marking, running records, etc.) and formal (NYSESLAT, EPAL, standardized tests, etc.) assessments. The data identifies strengths and areas in need of improvement for general education students, special education students (SPED), English Language Learners (ELL), and former ELL (FELL). The information derived from the data drives instruction.

Academic Intervention Service (AIS) providers are assigned to each class. These providers are content specialists, staff developers, and educational assistants who allow small group differentiated instruction to be the norm at P. S. 254Q. The entire class is taught a lesson. Ability-level groups are formed based on teacher observations and data collected. The teachers then adjust instruction and provide intensive and intentional teaching using sound remediation methodologies.

Lessons are created using different modalities (visual, tactile and auditory). If a student is having difficulty in the more traditional linguistic way of instruction, the teachers are obligated to ensure that instruction is modified and presented in a way to effectively facilitate the learning of all students.

In addition, all classrooms have manipulatives, Mimio boards, and other resources to help in the delivery of instruction using various modalities. Classes also take trips to museums, city and federal parks and science centers to enhance learning and provide experiences that enrich our students' knowledge base. This is especially beneficial for our immigrant and economically disadvantaged population, who may not have had these rich experiences.

5. Professional Development:

The Rosa Parks School aligns professional development with the needs and interests of the staff and students, and the NYC/NYS standards. Professional Development (PD) priorities are based on school-wide assessments made by the administration, as well as the needs identified by the staff. All of these components play a key role in the designing of our differentiated professional development plan that promotes excellence in instruction.

Professional development provides the faculty with multiple opportunities to discuss their practices with their peers, sharpen content expertise, visit colleagues' classrooms, and study student and teacher work with the goal of improving student instruction and learning.

Professional development ensures that teachers will:

- learn to use knowledge about students' backgrounds, interests and developmental learning needs to inform the planning of curriculum and instruction;
- become proficient in establishing and articulating goals and activities for student learning that promote critical thinking and problem solving;
- become experts at developing and sequencing instructional activities;
- learn to use formal and informal student assessments in short and long term planning;
- use instructional strategies appropriate to the students' learning needs;
- learn to better modify instructional plans to ensure opportunities for all students to learn;
- design short and long term plans to foster student learning and

- ensure access to challenging and diverse academic content.

Our professional development plan includes mentoring, co-teaching, modeling, coaching, “lunch and learns”, inter-visitations, and before, during and after-school study groups. In addition teachers who have received outside training turn-key acquired information to the faculty throughout the school year.

The administration, teachers, staff developer, mentors and team leaders systematically conduct professional development sessions and demonstration lessons. These sessions provide the staff with strategies to assess and improve student achievement. Each grade has its preparatory period the same time each day. This allows the teachers to meet and discuss methodologies that would allow students to achieve. In addition, monthly grade conferences are held in order to monitor and address the particular needs of the teachers and students. Monthly faculty conferences are also used to provide PD. Educators are also provided with additional opportunities to attend PD sponsored by the DOE, Knowledge Network, and/or other educational entities.

6. **School Leadership:**

When I was appointed principal to a newly constructed school, I had a plethora of responsibilities. One of the most important was to hire teachers that were smart, caring, and trainable. I had little time to ascertain whether the applicants would have high expectations for every child and would ensure that all students would learn no matter what their parents’ ethnicity, background, native language, or socioeconomic status were. I selected a team of educators that in time proved that they were dedicated to teaching and learning. Each year thereafter, the teachers sat on our Human Resource Committee to help select educators worthy to teach at The Rosa Parks School.

Our leadership team consists of the principal and two assistant principals. The APs were hired as teachers, selected to be leaders, chosen to be professional developers, and now are exceptional assistant principals. The administrators clearly articulate the school’s vision and goals, provide a safe school environment, and are responsible for developing and accessing a plan for student achievement. The principal’s cabinet consists of professional developers (former teachers); six team leaders (one representative from each grade); department heads (former teachers); service providers (Speech, ESL teachers); parent coordinator and UFT Chapter Leader.

Creating a collaborative vision and encouraging educators to implement the vision, is one of my most important roles. To do this effectively, I must inspire my teachers to teach so that students learn. Then, I must empower them to share good pedagogy with their colleagues. For example, it is the culture of our school that if the administrators observe a teacher who systematically maximizes academic achievement, we schedule inter-visitations for others to observe best teaching practices. The teacher then becomes an expert/leader. When improvement or encouragement is needed, that teacher/leader is available to share his/her expertise.

The administrators direct and monitor all academic activities. The many programs in the school service all students including the gifted, students in need of academic intervention, SPED, and ESL. The administration also has positive associations with parents, community based organization leaders, and politicians.

As principal, the tone I set is imperative in creating systems that work. Although I am the business manager, participate on all committees, meet with parents, order books and materials, select furniture, schedule classes, observe teachers, complete reports, I always have a shadow with me and share these valuable experiences with my leaders. These selected leaders make certain that the school’s vision, goals and philosophy are realized.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Mathematics

Edition/Publication Year: 2005-2009

Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	98	82	0
% Advanced	75	59	62	33	0
Number of students tested	102	100	66	45	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	100	82	
% Advanced	74	58	62	42	
Number of students tested	98	89	58	33	0
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	98	83	
% Advanced					
Number of students tested	58	61	40	29	0
4. Special Education Students					
% Proficient plus % Advanced	100	100			
% Advanced	81	57			
Number of students tested	16	14	0	0	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	100	100	94	58	
% Advanced	50	45	44	8	
Number of students tested	12	11	16	12	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	100		
% Advanced	84	58	63		
Number of students tested	25	24	19	0	0

Notes:

The largest other subgroup not listed above is Asian.

Subject: Reading

Grade: 3 Test: NYS English Language Arts

Edition/Publication Year: 2005-2009

Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Proficient plus % Advanced	99	79	71	91	0
% Advanced	43	13	6	13	0
Number of students tested	97	96	63	32	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	99	77	70	96	
% Advanced	43	13	5	17	
Number of students tested	93	87	57	23	0
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	76	64	95	
% Advanced	36	7	5	11	
Number of students tested	55	58	39	19	0
4. Special Education Students					
% Proficient plus % Advanced	100	64			
% Advanced	69	7			
Number of students tested	16	14	0	0	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	23	0	
% Advanced			0		
Number of students tested			13	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	83	76		
% Advanced	44	17	12		
Number of students tested	25	23	17	0	0

Notes:

The largest subgroup not listed is Asian.

Subject: Mathematics
Edition/Publication Year: 2006-2009

Grade: 4 Test: NYS Math
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	93	0	0
% Advanced	89	61	44	0	0
Number of students tested	95	74	54	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	94		
% Advanced	90	62	40		
Number of students tested	87	68	48	0	0
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	90		
% Advanced	91	50	39		
Number of students tested	55	48	41	0	0
4. Special Education Students					
% Proficient plus % Advanced	100				
% Advanced	81				
Number of students tested	16	0	0	0	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	100	100			
% Advanced	80	60			
Number of students tested	10	10	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100			
% Advanced	77	82			
Number of students tested	22	17	0	0	0

Notes:

Asian is the largest subgroup not listed above.

Subject: Reading

Grade: 4 Test: NYS English Language Arts

Edition/Publication Year: 2006-2009

Publisher: Mc Graw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Proficient plus % Advanced	96	83	70	0	0
% Advanced	11	6	4	0	0
Number of students tested	95	72	54	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95	83	67		
% Advanced	10	6	4		
Number of students tested	87	66	49	0	0
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	95	80	63		
% Advanced	11	4	2		
Number of students tested	55	46	41	0	0
4. Special Education Students					
% Proficient plus % Advanced	100				
% Advanced					
Number of students tested	16		0	0	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	100				
% Advanced					
Number of students tested	10			0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	95	88			
% Advanced	14	6			
Number of students tested	22	17		0	0

Notes:

Asians is the subgroup not listed above.

Subject: Mathematics
Edition/Publication Year: 2007-2009

Grade: 5 Test: NYS Mathematics
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	98	0	0	0
% Advanced	84	59	0	0	0
Number of students tested	77	58	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100			
% Advanced	85	60			
Number of students tested	72	47	0	0	0
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	98			
% Advanced	86	55			
Number of students tested	51	44	0	0	0
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100				
% Advanced	82				
Number of students tested	17	0	0	0	0

Notes:

Asian is the largest subgroup not listed above.

Subject: Reading
Edition/Publication Year: 2007-2009

Grade: 5 Test: NYS English Language Arts
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Proficient plus % Advanced	100	96	0	0	0
% Advanced	45	9	0	0	0
Number of students tested	75	54	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	95			
% Advanced	46	5			
Number of students tested	72	44	0	0	0
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	95			
% Advanced	45	10			
Number of students tested	51	41	0	0	0
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100				
% Advanced	53				
Number of students tested	17				

Notes:

Asian is the subgroup not listed above.